

Arkansas World Languages Standards K-12

Revised 2018

This document is intended for use with **World Languages I-IV, Heritage and Native Speakers I-III, and Early Childhood and Elementary** programs. The previous framework documents for Heritage and Native Speakers I-III, American Sign Language I-IV, and K-8 Foreign Language Acquisition have been consolidated with Modern Languages I-IV to create the new Arkansas K-12 World Language Acquisition Standards; therefore, these standards are applicable for all grade and proficiency levels.

Course Codes				
	Level I	Level II	Level III	Level IV
American Sign Language	449010	449020	449030	449040
Chinese (Mandarin)	447000	447010	447030	447040
French	441000	441010	441030	441040
German	442000	442010	442030	442040
Italian	443000	443010	443020	443030
Japanese	446000	446010	446030	446040
Russian	444000	444010	444030	444040
Spanish	440000	440020	440030	440040
Spanish for Heritage and Native Speakers	540100	540110	540120	---

Notes:

1. In addition to the traditional course offerings listed above, see the Content-Based standards, Special-Interest standards, and Language for Specific Purposes standards for new course options.
2. Course prerequisites (such as Level I before Level II, etc.) are no longer in place. Rather, students may be evaluated and placed based on their individual ability, regardless of how, when, or where they reached that ability level.
3. See the Course Code Management System for teacher licensure requirements.
4. The Arkansas K-12 World Language Acquisition Standards are based on the following documents, with permission:
 - ACTFL World-Readiness Standards for Learning Languages (<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>)
 - NCSSFL-ACTFL Can-Do Statements (<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>)

World Languages I-IV

Arkansas World Languages Standards

The objectives for World Languages I, II, III, and IV are to communicate ideas (that is, to understand, speak, read, and write the language), and increase communicative and cultural proficiency in the target language(s). Target language cultures, traditions, and current events should be introduced on the appropriate level through selected readings, audio/visual recordings, and other authentic materials to give students an appreciation of the similarities and differences in the life, customs, and cultures of other peoples and civilizations. Listening, speaking, writing, role-playing, and group activities can be designed to instruct, reinforce, and connect language skills. World language courses help students realize the influence of world cultures and civilization upon their own cultural heritage, and to recognize the importance of the role played by other countries in the modern world, while expanding their professional and occupational opportunities. World Languages I, II, III, and IV should include applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments. Levels I-IV no longer have prerequisites; rather, students who have developed proficiency in a language (such as through life experience, rather than through formal study), may be evaluated to determine the most appropriate language course for their skill level. Arkansas Department of Education approval is not required for World Languages I-IV.

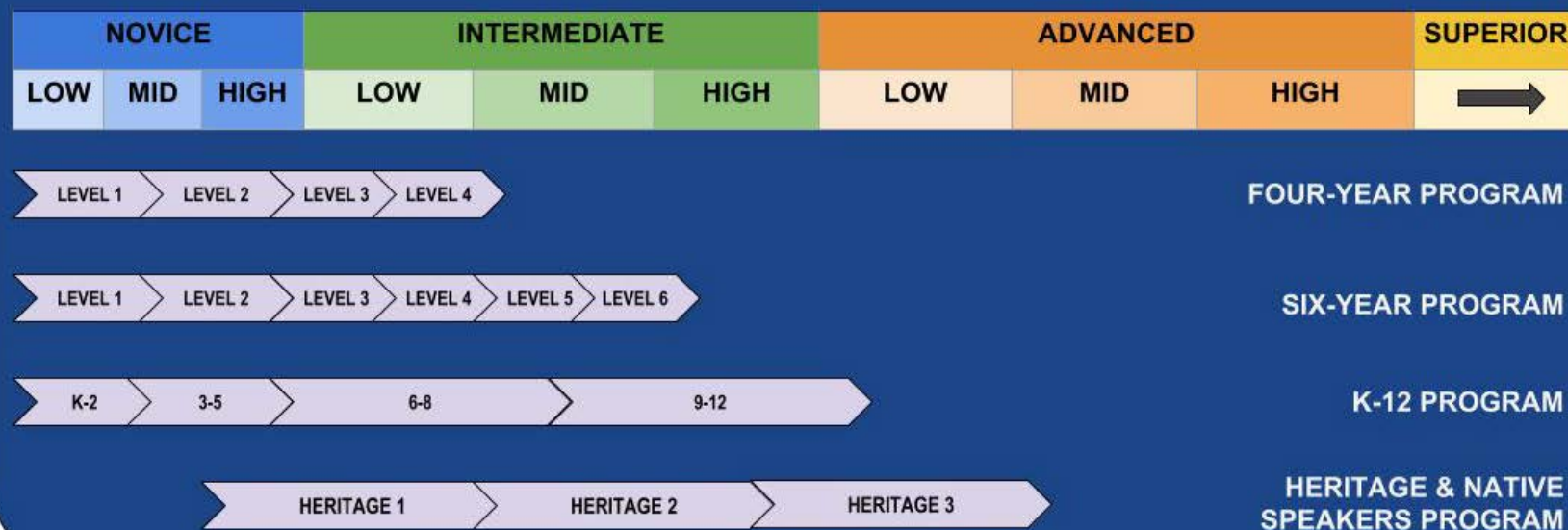
Heritage and Native Speakers I-III

Heritage and Native Speakers I, II, and III are intended for native speakers (students who were raised in an area where the target language is spoken), and heritage speakers (students raised in an English-speaking area, but in a family in which the target language was regularly spoken). The courses provide a thorough review of the target language. Students improve literacy through extensive, varied writing activities and exposure to a variety of literature, newspapers, magazines, films, music, and current issues. Language skills are improved through oral presentations, debates, and class discussions in both formal and informal settings. Culture and traditions are presented to deepen students' appreciation of them. Heritage and Native Speakers I, II, and III should include applications, problem solving, higher-order thinking skills, and performance-based and project-based open-ended assessments with rubrics. There are no prerequisites for Heritage and Native Speakers courses; students who have developed proficiency in a language, whether through life experience and/or formal study, may be evaluated for placement into the most appropriate language course for their skill level. Arkansas Department of Education approval is not required for Heritage and Native Speakers I-III courses.

K-8

With the implementation of the new Arkansas K-12 World Language Standards, elementary and middle school language teachers no longer have a specialized K-8 set of standards. The expectation is that K-8 teachers adopt a proficiency mindset for language acquisition. As seen in the "Correlation of Time to Language Proficiency" diagram on the next page, elementary teachers will generally work within the Novice Low to Intermediate Low objectives of the standards. The new Arkansas K-12 World Language Acquisition Standards do provide examples for elementary and middle school programs to use in their planning. However, as with teachers of all grade levels, much attention should be given to specializing and differentiating planning and instruction based on circumstances, such as age and cognitive ability.

CORRELATION OF TIME TO LANGUAGE PROFICIENCY



The chart above is meant to guide educational stakeholders in identifying realistic expectations for proficiency benchmarks according to program length and type. Each pathway is broken into segments to show what a student might realistically expect from a given number of years in a program. This chart may also be used as guidance for placement in a language program and the setting of proficiency benchmarks; however, each stakeholder is encouraged to evaluate the needs and expectations of his or her own program. Many factors impact how well language learners acquire communication skills and how quickly they will reach different ranges of proficiency. These factors include instructional setting, authentic experiences, age and cognitive development, time on task, and motivation. Users of this chart may notice that the Novice proficiency level is narrow, the Intermediate proficiency level is wider, and the Advanced proficiency level is wider still. These differences represent the increased difficulty of linguistic production and of text types. The Superior proficiency level has not been expanded as this level is rarely achieved by K-12 learners. Programs that allow for more time on task should expect to have students reach higher levels of proficiency, although individual differences may affect proficiency outcomes. Heritage and native speakers generally possess higher aptitude in oral proficiency, but their reading and writing skills may not be as developed as their oral skills. Therefore, special courses should be designed to develop, maintain, and expand the language and literacy abilities of these students.

In general, those studying Chinese will progress through the proficiency levels at a slower rate, especially for reading and writing. The Foreign Service Institute (FSI), rates Chinese as a Category IV, which it describes as “languages which are exceptionally difficult for native English speakers.” By contrast, Spanish and French are Category I, and German is Category II. (See <https://www.state.gov/documents/organization/247092.pdf>)

Core Practices for World Language Students

The purpose of these Core Practices is to assist students in overcoming language acquisition challenges and achieving higher competence and clearer understanding as they pursue world language proficiency. Teachers are encouraged to post these Core Practices in a prominent place, to have ongoing and regular discussions with their students about them, and to teach and evaluate their students in a manner that is compatible with these student practices.

World Language learners are:

- willing to take risks, make mistakes, and persevere;
- willing to seek opportunities to use the target language outside of class;
- able to set realistic goals, self-assess, and reflect;
- resourceful and willing to collaborate within the classroom and beyond;
- open-minded, curious, and respectful of the target culture;
- consistently improving their language skills;
- engaged in the language-learning process.

Content Standards Overview

Communication: *Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes*

CMC.1 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

CMC.1.1: *What can I understand, interpret, or analyze in authentic informational texts?*

CMC.1.2: *What can I understand, interpret, or analyze in authentic fictional texts?*

CMC.1.3: *What can I understand, interpret, or analyze in conversations, discussions, and presentations?*

CMC.2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

CMC.2.1: *How can I exchange information and ideas in conversations?*

CMC.2.2: *How can I meet my needs and address situations in conversations?*

CMC.2.3: *How can I express, react to, and support preferences and opinions in conversations?*

CMC.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CMC.3.1: *How can I present information to narrate about my life, experiences, and events?*

CMC.3.2: *How can I present information to give a preference, opinion, or persuasive argument?*

CMC.3.3: *How can I present information to inform, describe, or explain?*

Culture: *Interact with intercultural competence and understanding*

CLT.1 Cultural Products, Practices, & Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products, practices, and perspectives of the cultures studied.

CLT.1.1: *How can I examine the relationship between cultural products and perspectives?*

CLT.1.2: *How can I examine the relationship between cultural practices and perspectives?*

CLT.2 Intercultural Competence: Learners demonstrate intercultural competence when interacting with others.

CLT.2.1: *How can I demonstrate intercultural competence when interacting with others in and from another culture?*

Connections: *Connect with other disciplines and acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations*

CNN.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

CNN.1.1: *How can I broaden my knowledge, while using the target language, to help me develop critical thinking and solve problems creatively?*

CNN.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

CNN.2.1: *How can I explore diverse perspectives through the target language and culture(s)?*

Comparisons: *Develop insight into the nature of language and culture in order to interact with intercultural competence in the target language*

CMP.1 Language Comparisons: Learners use the target language to investigate, explain, and reflect on the nature of language through comparisons of the target language and their own.

CMP.1.1: *How can I compare the nature of my language to another language?*

CMP.2 Cultural Comparisons: Learners use the target language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

CMP.2.1: *How can I use language to compare another culture to my own?*

Communities: *Communicate and interact with intercultural competence in order to participate in multilingual communities at home and around the world*

CMN.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

CMN.1.1: *How can I use language to collaborate and interact with others?*

CMN.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

CMN.2.1: *How can I set reasonable goals and reflect on my progress in using languages for my enrichment?*

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.1 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

CMC.1.1 What can I understand, interpret, or analyze in authentic informational texts?					
NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.	I can identify the topic and some isolated facts from simple sentences in informational texts.	I can identify the topic and related information from simple sentences in short informational texts.	I can understand the main idea and key information in short straightforward informational texts.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.
This <u>may</u> include: <ul style="list-style-type: none"> recognizing words, phrases, and idioms; cognates and borrowings; and orthographic symbols, characters, and radicals interpreting dialogues of greeting or leave-taking based on prior knowledge and context identifying the specific details and organizational features from an invitation for a special event following simple directions in a game such as a scavenger hunt applying reading strategies such as matching a book cover to its title to enhance comprehension of simple texts on familiar topics interpreting a variety of simple and highly predictable texts, such as menu descriptions recognizing author's purpose on a flyer or brochure 			This <u>may</u> include: <ul style="list-style-type: none"> recognizing patterns in word structure (e.g., prefixes, suffixes, word family roots) recognizing high frequency vocabulary and idioms related to everyday topics interpreting simple information needed on forms (e.g., hotel registration, customs forms, applications, survey questions) following short written instructions such as following a recipe to cook an authentic dish identifying the main idea and supporting details of a social media post or journal entry interpreting general information in a variety of paragraph-length texts (e.g., emails, ads, announcements, blogs, brochures, infographics) summarizing written information (e.g., captions from art displays, paragraph-length texts from tourism sites, blogs) 		

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.1 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

CMC.1.1 What can I understand, interpret, or analyze in authentic informational texts?			
ADVANCED LOW	ADVANCED MID	ADVANCED HIGH	SUPERIOR
I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.	I can understand the underlying message and most supporting details across major time frames in descriptive informational texts.	I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.	I can follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational texts.
This <u>may</u> include: <ul style="list-style-type: none">• inferring and deriving meaning from sequencing, time frames, chronology, word order, and grammatical use, within a text such as a newspaper article• following multi-step directions in contexts in which a problem must be solved, such as a product instruction manual• analyzing topics from an academic journal• analyzing the central purpose and supporting details of a blog post or magazine article• interpreting the main arguments of a political speech• adapting interpretive strategies to fully comprehend the intent of a message from a media source• identifying the relationship between the writer/speaker and his/her audience, based on the style and use of language• analyzing literary elements in a biography or memoir• citing evidence from a variety of primary sources			

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.1 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

CMC.1.2 What can I understand, interpret, or analyze in authentic fictional texts?					
NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.	I can identify the topic and some isolated elements from simple sentences in short fictional texts.	I can identify the topic and related information from simple sentences in short fictional texts.	I can understand the main idea and key information in short straightforward fictional texts.	I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
This <u>may</u> include: <ul style="list-style-type: none"> recognizing words, phrases, idioms, cognates, and orthographic characters, symbols, and radicals interpreting a nursery rhyme based on prior knowledge and context understanding the specific details and organizational features of a short poem applying reading strategies to enhance comprehension of a simple comic strip deriving meaning from a variety of simple fictional texts such as a meme or children's song 			This <u>may</u> include: <ul style="list-style-type: none"> recognizing patterns in word structure (e.g., prefixes, suffixes, word family roots) comprehending high frequency vocabulary and idioms related to everyday topics (e.g., weather, sports, school) identifying the theme and other literary elements in a fairy tale or legend interpreting a movie trailer or a book review on familiar topics identifying the relationship between the writer/speaker and his/her audience based on the style and use of language deriving meaning from music videos paired with lyrics 		

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.1 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

CMC.1.2 What can I understand, interpret, or analyze in authentic fictional texts?			
ADVANCED LOW	ADVANCED MID	ADVANCED HIGH	SUPERIOR
I can follow the main story and some supporting details across major time frames in fictional texts.	I can follow the main story and most supporting details across major time frames in fictional texts.	I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.	I can follow the flow of ideas and infer meaning on unfamiliar, abstract topics in complex language from fictional texts.
This <u>may</u> include: <ul style="list-style-type: none">• inferring and deriving meaning from sequencing, time frames, chronology, word order, and grammatical use within a text such as a short story or novel• comparing and contrasting common themes and elements in short stories or novels• identifying the central idea and supporting detail in a variety of fictional texts• analyzing the point of view of the protagonist and antagonist in a play• identifying the relationship between the writer/speaker and his/her audience based on the style and use of language• analyzing literary elements of a script• citing evidence to support literary analysis of a story			

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.1 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

CMC.1.3 What can I understand, interpret, or analyze in conversations, discussions, and presentations?

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.	I can understand familiar questions and statements from simple sentences in conversations.	I can identify the main idea in short conversations.	I can identify the main idea and key information in short straightforward conversations.	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.
This <u>may</u> include: <ul style="list-style-type: none"> • applying strategies for listening and viewing to interpret a radio announcement or flyer • matching an auditory description to an image • organizing food into the food pyramid from auditory instructions • recognizing basic information in words and memorized phrases in interview questions or advertisements • determining appropriate responses to simple questions on familiar topics (e.g., greetings, introductions, school schedules) • understanding the main topic of everyday conversations (e.g., sports, food, weather, hobbies) • following simple directions in familiar contexts, such as classroom commands 			This <u>may</u> include: <ul style="list-style-type: none"> • applying strategies for listening and viewing to a variety of authentic auditory sources such as online videos or short cultural presentations • understanding basic information, purpose, and significant details in ads, announcements, and other simple recordings • understanding details and purpose presented in media intended for entertainment • determining appropriate responses to questions on everyday topics, such as current events or daily routines • identifying points of view in disagreements and debates • interpreting the effect of register and gestures on communication in the target language • following multi-step directions to complete a task at work 		

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.1 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

CMC.1.3 What can I understand, interpret, or analyze in conversations, discussions, and presentations?			
ADVANCED LOW	ADVANCED MID	ADVANCED HIGH	SUPERIOR
I can understand the main message and some supporting details across major time frames in conversations and discussions.	I can understand the main message and most supporting details across major time frames in conversations and discussions.	I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.	I can follow abstract, complex, and unfamiliar topics in extended conversations and discussions involving multiple speakers.
This <u>may</u> include: <ul style="list-style-type: none">• inferring the main idea of a conversation on everyday topics• analyzing the main arguments of both sides in a debate• comprehending auditory sources pertaining to real-world topics (e.g., interviews, detailed reports, exposés)• adapting interpretive strategies to fully comprehend the intent of a message in a televised news report• inferring and deriving meaning from sequencing, time frames, chronology, word order, and grammatical use within discussions on everyday topics• identifying the relationship between the speaker and audience based on the style and use of language• analyzing the purpose of a dialogue between two characters• citing evidence from a variety of authentic auditory sources on familiar and unfamiliar topics			

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

CMC.2.1 How can I exchange information and ideas in conversations?					
NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
This <u>may</u> include: <ul style="list-style-type: none"> introducing people asking simple who, what, where, or when questions responding to personal questions such as name, age or family writing a short sticky note response to a discussion question exchanging information about which classes are harder or easier than others and why writing a response to an email to request more information 			This <u>may</u> include: <ul style="list-style-type: none"> exchanging information to shop for a holiday meal exchanging text messages with a friend to plan an activity for the weekend participating in a conversation with a partner to plan a trip responding in writing to a bulletin on ways to stay healthy participating in a conversation about career pathways participating in an online chat to discuss the benefits of learning another language 		

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

CMC.2.1 How can I exchange information and ideas in conversations?			
ADVANCED LOW	ADVANCED MID	ADVANCED HIGH	SUPERIOR
I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames	I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.	I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.	I can discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.
This <u>may</u> include: <ul style="list-style-type: none">● exchanging information about changes in teenage experience from high school to university● contributing to an online discussion about current social issues● having a conversation comparing and contrasting educational experiences with peers in another country● engaging in an online discussion about a social issue affecting peers● discussing academic issues affecting peers			

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

CMC.2.2 How can I meet my needs and address situations in conversations?					
NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
This <u>may</u> include: <ul style="list-style-type: none"> • saying how much money is needed to pay for lunch • expressing and inquiring about conditions (e.g., hunger, cold, happiness) • responding to survey questions on educational needs • asking for directions when lost • making plans for a picnic with others via notes or text 			This <u>may</u> include: <ul style="list-style-type: none"> • interacting with a server to order a meal at a restaurant • asking teachers for help on assignments through online or other written communication • interacting with friends to plan an ideal date or vacation • writing comments to help a friend on a homework assignment • interacting with a friend to choose various options for a class outing, depending on the weather • interacting with a counselor online to select courses that match academic goals • asking questions about and discussing necessary chores 		

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

CMC.2.2 How can I meet my needs and address situations in conversations?			
ADVANCED LOW	ADVANCED MID	ADVANCED HIGH	SUPERIOR
I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.	I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.	I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.	I can interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.
This <u>may</u> include: <ul style="list-style-type: none">● negotiating with a customer service representative to return a purchased item for a refund● exchanging messages with a colleague or friend to discuss a mutual friend's difficult situation● interacting with the school office to replace a lost school ID● exchanging messages with the doctor to describe an injury or illness and clarify the doctor's advice● interacting with a policeman to get out of a speeding ticket● intervening in an online discussion thread to redirect an argument			

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

CMC.2.3 How can I express, react to, and support preferences and opinions in conversations?

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
This <u>may</u> include: <ul style="list-style-type: none"> • expressing food preferences • asking and answering questions about favorite musicians • texting or writing a friend about evening plans and replying when appropriate • comparing schedules with a friend • discussing school struggles in classes • writing a short movie critique 			This <u>may</u> include: <ul style="list-style-type: none"> • discussing preferences about where to live and why • using social media to share reactions to community events • comparing popularity of various sports in the U.S. versus other countries • participating in an online forum on fitness • exchanging advice on how to be a successful language learner • reviewing a product on a company's website 		

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

CMC.2.3 How can I express, react to, and support preferences and opinions in conversations?

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH	SUPERIOR
I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.	I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.	I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.	I can discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically.
<p>This <u>may</u> include:</p> <ul style="list-style-type: none">• discussing laws related to texting while driving• collaborating online to advise on how to be successful in language classes• chatting online with peers from other countries, comparing the effects of climate changes on their respective communities• engaging in an online discussion about learning styles and preferences• supporting opinions on the impact of technology on communication• collaborating to select suitable artwork for an upcoming school exhibit• exchanging posts to support or challenge an editorial on political voting records			

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CMC.3.1 How can I present information to narrate about my life, experiences, and events?					
NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	I can present information about myself, my interests, and my activities, using a mixture of practiced or memorized words, phrases and simple sentences.	I can present personal information about my life and activities, using simple sentences most of the time.	I can present personal information about my life, activities, and events, using simple sentences.	I can tell a story about my life, activities, events, and other social experiences, using sentences and series of connected sentences.	I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
This <u>may</u> include: <ul style="list-style-type: none"> introducing information about self and others presenting a fashion show giving simple directions giving a weather report presenting a class schedule 			This <u>may</u> include: <ul style="list-style-type: none"> narrating events from a video clip (e.g., MovieTalk) explaining a series of plans, instructions, or directions presenting songs, short skits, or dramatic readings describing social media use 		

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CMC.3.1 How can I present information to narrate about my life, experiences, and events?

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH	SUPERIOR
I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.	I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.	I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.	I can present clearly-articulated, coherent, and detailed narrations on complex, abstract issues and hypothetical issues.
<p>This <u>may</u> include:</p> <ul style="list-style-type: none">• broadcasting play-by-plays for sporting events• presenting issues of public and community interest, including different viewpoints (e.g., grading, graduation requirements)• delivering presentations for a specific audience on personal versus public image• retelling historical or geographical events• expressing ideas and elaborating on academic topics• explaining professional qualifications and experiences with ease and detail• expressing one's view on love			

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CMC.3.2 How can I present information to give a preference, opinion, or persuasive argument?					
NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences.	I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.	I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
This may include: <ul style="list-style-type: none"> expressing opinions on clothing presenting personal preferences on food supporting opinions on classes giving opinions on hobbies expressing travel preferences 			This may include: <ul style="list-style-type: none"> expressing needs and wants persuading a school to go paperless presenting an opinion on current events writing a critique of an art exhibit arguing for better healthcare 		

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CMC.3.2 How can I present information to give a preference, opinion, or persuasive argument?

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH	SUPERIOR
I can state a viewpoint with supporting evidence on some concrete academic, social, and professional topics of interest, using paragraphs across major time frames.	I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.	I can deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.
This <u>may</u> include: <ul style="list-style-type: none">• presenting possible solutions to environmental or immigration issues• supporting my opinion and constructing a hypothesis on a scientific experiment• developing an argument on the impact of war• preparing a debate on cultural practices (e.g., bullfights, Muslim headscarves, religion, gender equality)• writing a position paper on preventing poverty			

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CMC.3.3 How can I present information to inform, describe, or explain?					
NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	I can present on familiar and everyday topics, using simple sentences most of the time.	I can present on familiar and everyday topics, using simple sentences.	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.
This <u>may</u> include: <ul style="list-style-type: none"> describing an ideal house or friend presenting a family tree creating an infographic on vocabulary variations among the language (e.g., maní vs. cacahuete, pain au chocolat vs. chokolatine, Samstag vs. Sonnabend, 早餐 (ZAO CAN) vs. 早飯 (ZAO FAN)) presenting a memorized poem with gestures describing a class schedule 			This <u>may</u> include: <ul style="list-style-type: none"> explaining information from primary sources (e.g., infographics, images, ads, charts) presenting a cooking show for an authentic recipe comparing personal daily routines with people from other countries writing about vacation experiences describing future educational and professional interests predicting future events 		

Communication

Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

CMC.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CMC.3.3 How can I present information to inform, describe, or explain?			
ADVANCED LOW	ADVANCED MID	ADVANCED HIGH	SUPERIOR
I can deliver presentations on some concrete academic, social, and professional topics of interest, using paragraphs across major time frames.	I can deliver detailed presentations and elaborate on a variety of concrete academic, social, and professional topics of interest, using organized paragraphs across major time frames.	I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.	I can deliver clearly-articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.
This <u>may</u> include: <ul style="list-style-type: none">• comparing and contrasting lifestyles in different locations and time periods (e.g., modern times vs. medieval times)• explaining cultural perspectives on social issues (e.g., pollution, beauty, poverty, technology, families, communities)• informing the community about an environmental concern or disaster• describing the historical background that impacts present perspectives (e.g., the impact of WWII on current immigration policies in Europe, the historical art of bullfighting vs. animal cruelty, population control in China)• summarizing an article on immunizations in developing countries• synthesizing multiple sources to report on new international economic policy initiatives			

Culture

Interact with intercultural competence and understanding

CLT.1 Cultural Products, Practices, & Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products, practices, and perspectives of the cultures studied.

CLT.1.1 How can I examine the relationship between cultural products and perspectives?			
NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
I can identify some typical products related to familiar everyday life, in my own and other cultures.	I can compare products related to everyday life and personal interests or studies, in my own and other cultures.	I can explain how a variety of products of public and personal interest are related to perspectives, in my own and other cultures.	I can analyze how products of personal and public interest are related to perspectives, in my own and other cultures.
This <u>may</u> include: <ul style="list-style-type: none"> identifying local crops and natural resources that impact local cuisine examining geographic influence on what is considered appropriate fashion experiencing traditional arts/crafts/food to explore cultural relevance and significance identifying monuments connected to local and world artistic or cultural heritage 	This <u>may</u> include: <ul style="list-style-type: none"> observing cultural dances and ceremonies to discuss origins and social importance (e.g., flamenco, weddings, Advent, Chinese New Year, etc.) discussing information on movie posters and clothing advertisements identifying cultural products depicted in literature and film expressing preferences pertaining to hobbies, sports, music, art, and pop culture investigating everyday products found in the culture (e.g., bidet, sewer systems, lighting) 	This <u>may</u> include: <ul style="list-style-type: none"> evaluating cultural and historical references from a movie, novel, or song citing sources to convince others of the influence of an art or music genre over time researching how some cultural products have evolved and/or disappeared (e.g., guillotine, living spaces, family structures, literary styles) analyzing cultural perspectives reflected in products and practices (e.g., news, ads, legislation) presenting a reflection on how a novel from the culture influenced life or impacted learning analyzing the social perspectives expressed in a piece of art or music 	

Culture

Interact with intercultural competence and understanding

CLT.1 Cultural Products, Practices, & Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products, practices, and perspectives of the cultures studied.

CLT.1.2 How can I examine the relationship between cultural practices and perspectives?			
NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
I can identify some typical practices related to familiar everyday life, in my own and other cultures.	I can compare practices related to everyday life and personal interests or studies, in my own and other cultures.	I can explain how a variety of practices within familiar and social situations are related to perspectives, in my own and other cultures.	I can analyze how practices within informal and formal situations are related to perspectives, in my own and other cultures.
<p>This <u>may</u> include:</p> <ul style="list-style-type: none"> identifying celebrations typical of the target culture and one's own greeting and leaving people in a culturally-appropriate manner (e.g., kiss on cheek, handshake, Chinese bow) imitating simple patterns of behavior or interaction in settings such as school, family, and the community (e.g., stand as teacher enters, counting on fingers, raising a hand or raising a finger) identifying practices observed in a video of the target culture 	<p>This <u>may</u> include:</p> <ul style="list-style-type: none"> discussing appropriate behavior when visiting sacred monuments or memorials analyzing differences in meaning between body language and gestures interpreting authentic materials (e.g., short stories, videos, infographics, instruction booklets, or magazine articles) to identify and analyze practices Role-playing cultural practices of daily exchanges (e.g., bargaining, tipping, shopping) 	<p>This <u>may</u> include:</p> <ul style="list-style-type: none"> presenting to others how common cultural practices and procedures of the target culture are carried out (e.g., accepting/declining invitations, setting a table, answering phone calls) offering an appropriate gift in a socially conventional manner (e.g., a guest at a birthday, dinner, holiday celebration) describing origins of a social, cultural, or political event that occurred or will occur in a community (e.g., Quince, elections, festivals) analyzing the relationship among cultural perspectives by conducting online and library research, observations, and interviews explaining cultural practices identified in literature, film, or music analyzing the value of mealtime by examining various school lunch practices comparing the practice of stereotyping between cultures 	

Culture

Interact with intercultural competence and understanding

CLT.2 intercultural competence: Learners demonstrate intercultural competence when interacting with others.

CLT.2.1 How can I demonstrate intercultural competence when interacting with others in and from another culture?				
LANGUAGE	NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
	I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	I can suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.
BEHAVIOR	NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	I can recognize that significant differences in behavior exist among cultures, use appropriate learned behaviors, and avoid major social blunders.	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	I can adhere to basic social and professional norms and etiquette, read non-verbal cues, and adjust my behavior in complicated situations.
	This <u>may</u> include: <ul style="list-style-type: none"> greeting and taking leave from someone using appropriate behavior and language observing and imitating appropriate behaviors and language to access modes of transportation 	This <u>may</u> include: <ul style="list-style-type: none"> comparing how people express and think about time showing respect at a historical site with appropriate dress, appropriate volume of voice, and consideration of others 	This <u>may</u> include: <ul style="list-style-type: none"> describing the cultural influences on the design of houses, buildings, and towns adjusting personal space and body language accordingly when interacting with others in a business, school, or work environment analyzing how age or gender affects roles in family, school, or the workplace demonstrating proper table etiquette at formal functions (e.g., wedding or business dinner) 	

Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations

CNN.1 making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

CNN.1.1 How can I broaden my knowledge, while using the target language, to help me develop critical thinking and solve problems creatively?			
NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
I can interact with authentic sources and use my prior knowledge to develop critical thinking and to solve problems creatively as a responsible and contributing citizen.	I can research and present authentic sources and use my prior knowledge to develop critical thinking and to solve problems creatively as a responsible and contributing citizen.	I can communicate clearly, effectively and reasonably about authentic sources and use my prior knowledge to develop critical thinking and to solve problems creatively as a responsible and contributing citizen.	I can model integrity, ethical leadership, and effective management with authentic sources and use my prior knowledge to develop critical thinking and to solve problems creatively as a responsible and contributing citizen.
This may include: <ul style="list-style-type: none"> identifying and labeling maps of cities, states, or countries with civic and geographic features looking for and making use of language structures using mathematics skills to convert (e.g., temperatures, sizes, currency) using science knowledge and skills to record weather in locations around the world based on location and time interacting with authentic examples of literature, music, art, dance, visual arts, architecture, and cultural movements or styles originating from target-language countries 	This may include: <ul style="list-style-type: none"> reading, viewing, comparing, and classifying different text types and genres writing original poems, stories, and plays using understanding of the characteristics of genres making presentations in the target language on topics studied in other classes creating timelines of historic events comparing authentic artwork of the same time period, style, or movement by different artists 	This may include: <ul style="list-style-type: none"> analyzing and discussing topics from other disciplines (e.g., political concepts, historical concepts, environmental concerns, world health issues) applying skills and content learned from other disciplines (e.g., science, technology, statistical data) investigating vocabulary from the target language found in other disciplines applying skills and content learned from other disciplines writing critical analysis of a movie, political cartoon, or piece of art from a target-language country employing valid and reliable research strategies to plan and investigate in the target language 	

Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations

CNN.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

CNN.2.1 How can I explore diverse perspectives through the target language and culture(s)?			
NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
I can explore authentic resources to gain an understanding of diverse perspectives, to access new information, to improve vocabulary, and to develop language skills.	I can analyze and discuss authentic resources to gain insight into diverse perspectives to acquire vocabulary and improve language skills.	I can synthesize authentic resources from diverse perspectives, utilizing the target language to defend a position.	I can synthesize a variety of complex authentic resources from diverse perspectives, utilizing the target language to defend a position.
This <u>may</u> include: <ul style="list-style-type: none"> reading and viewing different text types and genres in order to interpret content (e.g., current events, familiar topics) recognizing unique cultural characteristics present in authentic texts identifying cultural and linguistic relationships between the target culture(s) and the student's own culture recognizing discipline-specific contributions from the target culture(s) expanding vocabulary through exploration of illustrations, infographics, video clips, websites, and print exploring authentic instructional websites, materials, news media, short texts, and videos created for speakers of the target language 	This <u>may</u> include: <ul style="list-style-type: none"> describing characteristics that make target culture(s) unique examining cultural and linguistic relationships between the target culture(s) and the students' culture investigating factors and contributions that contribute to other worldviews researching how a major figure from history, science, or the arts is portrayed in the target language and culture, and how that portrayal reflects perspectives viewing publicity for products sold in target language countries and comparing to the way similar products are marketed in the U.S. comparing media from countries where the target language is spoken discussing coverage of current events in the target culture and in the U.S. 	This <u>may</u> include: <ul style="list-style-type: none"> discussing unique cultural characteristics present in authentic or adapted texts (e.g., songs, folk tales, short stories, poems) comparing and contrasting the views of the target culture(s) with the views of the student's culture (e.g., dating, driving, current events) examining the interdependence that exists between the target culture(s) and the world, using authentic sources researching an issue of global importance in order to provide insights from the perspective of a country or countries where the target language is spoken reading a piece of literature in the target language and analyzing the universality of the message comparing and contrasting in the target language the views of the student's culture (e.g. social customs, values, generational issues, relationships, national identity) evaluating factors that contribute to other worldviews (e.g., political, social, artistic) defining problems, asking questions to make sense of problems, and persevering in solving them 	

Comparisons

Develop insight into the nature of language and culture in order to interact with intercultural competence in the target language

CMP.1 Language Comparisons: Learners use the target language to investigate, explain, and reflect on the nature of language through comparisons of the target language and their own.

CMP.1.1 How can I compare the nature of my language to another language?			
NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
I can demonstrate a basic knowledge of the target language by noting similarities between words and linguistic patterns of the target language and my home language.	I can compare language structures using previous knowledge about the target language and my own.	I can compare regional and national sound pattern/production pattern differences (e.g., pronunciation, intonation, word stress) within the target language and my own.	I can apply knowledge of the target language and my own to deduce meaning and discuss new or unfamiliar topics.
This <u>may</u> include: <ul style="list-style-type: none"> recognizing patterns in verb conjugations giving examples of borrowed or loan words giving examples of ways in which the target language differs from or is similar to the student's native language comparing language registers identifying similarities and differences between the sound and writing systems of the target language 	This <u>may</u> include: <ul style="list-style-type: none"> identifying patterns and explaining discrepancies between the sound and written systems in the language comparing word order and inflections in the target language to student's native language identifying words in the target language that have no translation in the student's native language and vice versa 	This <u>may</u> include: <ul style="list-style-type: none"> keeping a journal of phrases and idioms that do not translate directly from one language to another analyzing elements of the target language such as time and tense using background knowledge about the nature of language to guess the meaning of new words 	

Comparisons

Develop insight into the nature of language and culture in order to interact with intercultural competence in the target language

CMP.2 Cultural Comparisons: Learners use the target language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

CMP.2.1 How can I use language to compare another culture to my own?			
NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
I can compare simple patterns of behavior, tangible and intangible products, or interaction in various cultural settings to develop insight into the culture.	I can compare, contrast, and exchange views on an aspect of the target culture such as food, clothing, music, visual arts, dance, theater, traditions, and celebrations to develop insight into the culture.	I can compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and my own culture to develop insight into the culture.	I can identify, discuss, and analyze social, economic, and political institutions and related perspectives using primary sources to develop insight into the culture.
This <u>may</u> include: <ul style="list-style-type: none"> identifying and discussing cultural characteristics of the target culture and comparing them to the student's own culture describing some cultural beliefs and perspectives that relate to family, school, and play in both the target language and their own 	This <u>may</u> include: <ul style="list-style-type: none"> comparing daily routines and importance of family comparing folktales, games, stories, songs, or rhymes in the target language and the student's own culture 	This <u>may</u> include: <ul style="list-style-type: none"> comparing, contrasting, and presenting the treatment of controversial issues found in both the target culture and the student's own culture comparing and contrasting graphic and statistical information such as population and income of the target culture with similar information about the student's own culture comparing and analyzing examples of how authors in the target culture view the role of the United States and other countries comparing how international events are or have been reported in the target culture media discussing social issues and world challenges analyzing and presenting how an important event was covered in the media in the target language and how the U.S. media covered the same or similar events 	

Communities

Communicate and interact with intercultural competence in order to participate in multilingual communities at home and around the world

CMN.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

CMN.1.1 How can I use language to collaborate and interact with others?			
NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
I can communicate and interact with intercultural competence in order to participate in multilingual communities at home and around the world.	I can communicate and interact with intercultural competence in order to participate in multilingual communities at home and around the world.	I can communicate and interact with intercultural competence in order to participate in multilingual communities at home and around the world.	I can communicate and interact with intercultural competence in order to participate in multilingual communities at home and around the world.
<p>This <u>may</u> include:</p> <ul style="list-style-type: none"> performing for school, campus, or community celebrations identifying places that another language is used and attempting to interact with the language in some way (e.g., finding products in a language in a grocery store, attempting to speak to a community member) identifying professions that require proficiency in another language writing and illustrating short texts intended for a specific audience in collaboration with students in other classes 	<p>This <u>may</u> include:</p> <ul style="list-style-type: none"> participating in clubs or activities that benefit the target language community presenting information gained from a native speaker about a cultural event or topic of interest using their knowledge of the target language to tutor English language learners who speak the target language traveling to sites within the target cultures to add to their understanding of aspects of the cultures they have studied 	<p>This <u>may</u> include:</p> <ul style="list-style-type: none"> communicating orally, in sign, or in writing with members of the other culture regarding topics of personal interests, community issues, or world concerns participating in a career exploration or school-to-work project requiring proficiency in the target language using community resources in the target language to research a topic related to culture and/or language study discussing and expressing opinions on current issues through interpersonal oral, signed, or written exchanges with speakers of the target language and/or students in other classes, in face-to-face or virtual settings (e.g., social media, video conferencing) initiating and organizing club activities that benefit the school, community, or other organizations conducting research in the target language or assisting in the translation of resources for the benefit of a community organization 	

Communities

Communicate and interact with intercultural competence in order to participate in multilingual communities at home and around the world

CMN.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

CMN.2.1 How can I set reasonable goals and reflect on my progress in using languages for my enrichment?			
NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
I can set personalized learning goals, measure and reflect on my progress, and develop a lifelong connection to the culture.	I can set personalized learning goals, measure and reflect on my progress, and develop a lifelong connection to the culture.	I can set personalized learning goals, measure and reflect on my progress, and develop a lifelong connection to the culture.	I can set personalized learning goals, measure and reflect on my progress, and develop a lifelong connection to the culture.
This <u>may</u> include: <ul style="list-style-type: none"> exploring personal interests such as sports or games from the target culture exploring interests in music, singing songs, or playing a musical instrument from the target culture exploring materials and/or using media from the language and culture for enjoyment utilizing online resources in the target language to plan personal travel 	This <u>may</u> include: <ul style="list-style-type: none"> attending or using media to view cultural events and social activities subscribing to sites of personal interest using the target language to maintain and increase communication skills seeking out and interacting with speakers of the target language who share similar hobbies, goals, and interests in face-to-face or virtual settings accessing news and entertainment media in the target language 	This <u>may</u> include: <ul style="list-style-type: none"> establishing and maintaining interpersonal relationships with speakers of the language traveling to places where the language is spoken and/or hosting visits by target-language speakers consulting target-language resources for personal enrichment and entertainment using the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals to monitor and reflect on progress collecting evidence to show achievement of the SMART goals organizing and participating in cultural events and social activities 	